DOCUMENT RESUME

ED 135 552 32 RC 009 713

AUTHOR Salinas, Claudio
TITLE An Investigation of the Needs of Children in the Migrant Education Program in the State of Oklahoma. Summary Report.
INSTITUTION Oklahoma State Dept. of Education, Oklahoma City.
SPONS AGENCY Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.
PUB DATE Dec 76
NOTE 60p.

EDRS PRICE MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS Academic Achievement; Bilingual Education; Comparative Analysis; *Educational Improvement; Educational Interest; Educational Needs; English (Second Language); *Literature Reviews; *Migrant Children; *Migrant Education; *Needs Assessment; Parent Participation; Self Concept; Student Attitudes; Tables (Data); Teacher Attitudes
IDENTIFIERS *Elementary Secondary Education Act Title I; ESEA Title I; *Oklahoma

ABSTRACT

During the spring of 1976, a study was conducted to compare Oklahoma migrant student against a standard which would allow for the determination of areas in which to improve the migrant education programs. The literature concerning migrant students and their education in other states was explored. Findings and characterizations of migrant students in literature were grouped into three broad areas reflecting: the educational status of migrant students; parental participation in the education of their children; and the teaching repertoires of the migrant education program teachers. From that exploration emerged a description of the educational plight of migrant students and auxiliary issues. This was used to provide direction for data collection and a standard against which Oklahoma migrant students were compared. This report consists of: (1) a summary report of the study, and (2) selected tabular information. The summary consists of an overview of the steps taken to conduct the study, the conclusions reached, recommendations made, and suggestions for further study. The tables are excerpts from the original work and serve to illustrate some of the salient findings that may be of interest to migrant program personnel. (NQ)

**********
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
**********

# An Investigation of the Needs of Children In the Migrant Education Program In the State of Oklahoma

# SUMMARY REPORT

*AN ESEA TITLE I SPONSORED ACTIVITY*

OKLAHOMA
STATE DEPARTMENT OF EDUCATION

Oliver Hodge Memorial Education Building
2500 N. Lincoln
Oklahoma City, Oklahoma 73105

1976

# AN INVESTIGATION OF THE NEEDS OF CHILDREN IN THE MIGRANT EDUCATION PROGRAMS IN THE STATE OF OKLAHOMA. SUMMARY REPORT

Prepared by
Claudio Salinas, Coordinator
Planning, Research, and Evaluation Section
State-Federal Programs Division
Jack Strahorn, Assistant State Superintendent
Charles Sandmann, Director of Federal Financial Assistance Programs

Leslie Fisher, State Superintendent
Oklahoma State Department of Education

December, 1976

LESLIE FISHER
State Superintendent of Public Instruction
President and Executive Officer, State Board of Education

LLOYD GRAHAM, Deputy State Superintendent

STATE BOARD OF EDUCATION

E. L. Collins, Idabel
W. L. Findly, Kingfisher
Ms. Elna Jurgens, Oklahoma City
Jack Mace, Tulsa
Seay Sanders, Midwest City
Harry Shackelford, Laverne

COMPENSATORY EDUCATION SECTION

Raymond Willingham, Administrator
Keith Stone, Migrant Program Administrator

PLANNING, RESEARCH, AND EVALUATION SECTION

James Casey, Administrator
Gladys Dronberger, Assistant Administrator
Howard Potts, Coordinator
Claudio Salinas, Coordinator
Marvin Williamson, Administrative Assistant

This publication is printed by the Oklahoma State Department of Education as authorized by Leslie Fisher, State Superintendent of Public Instruction. Two hundred copies have been prepared and distributed at a cost to the taxpayers of the State of Oklahoma of $562.20 ($2.81 per copy).

# F O R E W O R D

The report contained herein is a brief report of a study conducted in the State of Oklahoma during the Spring Semester of 1976. The study was done in cooperation with the Oklahoma State Department of Education and published as a dissertation by the College of Education, University of Oklahoma. The dissertation has been submitted to Xerox University Microfilms for publication and dissemination.

This brief report consists of two major parts: a summary report of the dissertation and selected tabular information. The summary consists of an overview of the steps taken to conduct the study and the conclusions reached as a result of those steps. In addition, recommendations made by the author are included as are suggestions for further study. The tables, found in the Appendix, are excerpts from the original work and serve to illustrate some of the salient findings that may be of interest to the migrant program personnel of the State of Oklahoma.

LIST OF TABLES


| Table | | Page |
|---|---|---|
| 4 | Levels of Student Performance on Standardized Tests Reported by Title I Migrant Teacher | 24 |
| 6 | Student Reports on Grade Repetition | 25 |
| 7 | Reasons Friends Dropped Out of School Given by Students | 26 |
| 8 | School Subjects Students Like Least and Reasons for Not Liking Some Subjects | 27 |
| 11 | Comparison of Mean Scores of Migrant Students With Mean Score of Oklahoma Norm Group on the "Attitude Toward School Scale" | 28 |
| 12 | Student Response on Parental Advocacy of Education | 28 |
| 15 | Student Desire to Learn About Their Own Ethnic Cultural Heritage and Language | 29 |
| 16 | Mean Scores and Confidence Interval Size of Migrant Students on the "Self Concept as a Student Scale" by Grade Level | 29 |
| 17 | Migrant Students' Perceptions on Staying to Graduate from School | 30 |
| 18 | Migrant Students' Plans Upon Finishing School | 30 |
| 19 | Mean Scores and Confidence Interval Size of Migrant Students on the "Perceived Value of School and Motivation to Succeed Scale" by Grade Level | 31 |
| 20 | Teacher Report on Migrant Student Participation in Extracurricular Activities | 31 |
| 21 | Title I Migrant Program Teachers' Report of Physical-Health Status of Their Migrant Students | 32 |
| 22 | Most Common Problems Encountered with Migrant Students by Title I Migrant Program Teachers in the State of Oklahoma | 33 |
| 23 | Most Common Assets Encountered with Migrant Students by Title I Migrant Program Teachers in the State of Oklahoma | 34 |
| 24 | Student Report on Things Teachers Could Do to Assist Them More | 35 |
| 30 | Language Dominance in the Home as Reported by Parents | 36 |
| 31 | Parental Awareness of Services of Program | 37 |
| 33 | Report on Home Visitations by School Personnel | 38 |
| 34 | Parental Report on Which School Personnel Visited Them | 38 |

| Table | | Page |
|---|---|---|
| 35 | Parental Visitation of Schools | 39 |
| 36 | Encouragement of Parents to Visit the School | 39 |
| 46 | Student Desire to Live Same Kind of Life as Parents | 40 |
| 47 | Chi Square Analysis Between Classification as Program Participant and Grade Retention | 41 |
| 48 | Chi Square Analysis Between Classification as Program Participant and Prompting at Home to Attend School | 41 |
| 49 | Chi Square Analysis Between Classification as Program Participant and Seeking of Counsel | 41 |
| 50 | Chi Square Analysis Between Classification as Program Participant and Perception on Finishing School | 42 |
| 51 | Chi Square Analysis Between Classification as Program Participant and Plans Upon Finishing School | 42 |
| 60 | Chi Square Analysis Between Classification as Program Participant and Want to Learn of Own Ethnic Heritage | 43 |
| 61 | Chi Square Analysis Between Classification as Program Participant and Academic Standing in Language Arts | 43 |
| 62 | Chi Square Analysis Between Classification as Program Participant and Academic Standing in Mathematics | 43 |
| 63 | Chi Square Analysis Between Classification as Program Participant and Academic Standing in Reading | 44 |
| 64 | Chi Square Analysis Between Classification as Program Participant and Academic Standing in Science | 44 |
| 65 | Chi Square Analysis Between Classification as Program Participant and Academic Standing in Social Studies | 44 |
| 66 | Chi Square Analysis Between Classification as Program Participant and Academic Standing in Music | 45 |
| 67 | Chi Square Analysis Between Classification as Program Participant and Academic Standing in Art | 45 |
| 68 | Chi Square Analysis Between Classification as Program Participant and Academic Standing in Physical Education | 45 |

| Table | | Page |
|---|---|---|
| 69 | Means and Standard Deviations of Self-Concept as a Student by Migrant Student Groups According to Classification as Program Participant | 46 |
| 70 | Comparison of Mean Scores on Self-Concept as a Student of Participating and Non-Participating Migrant Students | 46 |
| 71 | Means and Standard Deviations of Attitude Toward School by Migrant Student Groups According to Classification as Program Participants | 46 |
| 77 | Teaching Experience in the Title I Migrant Programs | 47 |
| 78 | Bilingualism Among Title I Migrant Program Teachers | 47 |
| 79 | Use of Spanish Language as a Teaching Tool | 48 |
| 80 | Teacher Report of Special Training on Problems of Migrant Students | 48 |
| 81 | Teacher Report of Special Training on Bilingual/ Bicultural Education | 48 |
| 82 | Teacher Report of Special Training on Teaching English as a Second Language | 49 |
| 83 | Teacher Report of Having a Recent Migrant Students Workshop | 49 |
| 84 | Teacher Report of Objective Measures Used in the Title I Migrant Programs | 50 |
| 85&86* | Teacher Needs Assessment Results | 51 |
| 87 | Rank Ordering of Teacher Needs Assessment Responses | 52 |


*Summary of these tables appears in their place.

# SUMMARY REPORT OF AN INVESTIGATION OF THE NEEDS OF CHILDREN IN THE MIGRANT EDUCATION PROGRAMS IN THE STATE OF OKLAHOMA

## Introduction

This study was conducted to examine the educational status of migrant students as it relates to the State of Oklahoma. The first step was to explore the literature concerning migrant students and their education in other states. From that exploration emerged a description of the educational plight of migrant students and auxiliary issues and this was used to provide direction for data collection and a standard against which Oklahoma migrant students could be compared.

Findings and characterizations of migrant students in literature were that: (1) most migrant students fell behind in grade levels for their respective ages and had special difficulty in school about the third grade; (2) most migrant students tended to perform below average in academic areas; (3) low and irregular school attendance were major problems with migrant students; (4) migrant students needed special help in learning skills; (5) most needed help in social development; (6) migrant students needed special help in health-medical care; (7) parental involvement in the schools was low; (8) parental support of their children's education was low; (9) teachers of migrant students were characterized as insensitive to the academic and affective needs of migrant students; (10) teachers of migrant students were described as needing on-going special training on problems peculiar to migrant students to improve their teaching performance; (11) migrant program teachers were responsible for home-school contacts; and (12) innovative teaching methods were expected to be used

in the teaching of migrant students. The above descriptive statements were grouped for further study into three broad areas reflecting views of the education of migrant students. The views were: (1) the educational status of migrant students; (2) parental participation in the education of their children; and (3) the teaching repertoires of the migrant education program teachers.

The pattern describing migrant students had some obvious omissions. Noticeable by its absence in the literature was the idea that not all migrant students are alike. A part of the study was thus designed to group migrant students into those who needed instructional services and those who functioned closer to the educational mainstream. The purpose was to describe differences within the group of migrant students. Also absent were suggestions from teachers. School districts and colleges in Oklahoma and other states may be interested in suggestions made by Oklahoma migrant education program teachers which deal with ideas for improving the special educational needs of migrant students.

In addition to the statements about migrant students in general, the literature review provided sources for the development of instrumentation and methodology to assess the status of Oklahoma migrant students. Instruments were employed to measure descriptive information from students, parents, and teachers, attitudes of migrant students, and differences among migrant students in twenty-six Title I migrant programs in the State of Oklahoma. Participating in the study as subjects were 1,323 students, eighty-nine parents, and forty-eight teachers.

Students responded to the Student Questionnaire, to describe their in-school and out-of-school educational life. Parents responded to the Community Questionnaire providing information about their educational

background, their advocacy of education, and their satisfaction with the schools. Teachers responded to a part of the Student Questionnaire describing the status of each of their students' academic achievement and physical health status. Teachers also responded to the Teacher's Questionnaire to describe their educational backgrounds, observations of migrant students, and needs teachers had with respect to meeting the educational needs of migrant students.

The data were collected, scored, and tabulated. Percentages of frequency responses were used for descriptive data, the Pearson Product Correlation statistic was used to describe the relationship between over-ageness and grade retention among all migrant students, and a confidence interval was used to compare the scores of all migrant students with those of the Oklahoma norm group. The chi square statistic was used to test the relationship between descriptive data and participation in the instructional services of the Title I migrant program. The analysis of variance statistic was used to compare results on the attitude scales of participating and non-participating students. A weighted mean of the responses was used to assess the results of the teachers' needs.

The data were aggregated into four major divisions: (1) "The In-School Success of Migrant Students"; (2) "Out-of-School Features of Migrant Student Life"; (3) "Teachers in the Title I Migrant Programs"; and (4) "Differences Among Migrant Students". Each of these major divisions consisted of categorizations designed to describe the given division. Measurements from the scales and questionnaires were related to these categories and were grouped to provide information which would clarify the characteristics of migrant students in the State of Oklahoma.

## Conclusions

As a primary focus, the characteristics of Oklahoma students as defined by this study were compared with the general characteristics of migrant students identified in the literature and detailed previously. In addition, some differences between migrant students receiving the instructional services of the migrant education programs and those not receiving those services were explored. Both comparisons were made to identify discrepancies which would provide information for the improvement of programs for the education of migrant students in the State of Oklahoma.

### Primary Focus

In each of the following paragraphs, a characterization from the literature is listed, and the related findings from the study are discussed.

Migrant Students. (1) Most migrant students in previous studies fell behind in grade level for their respective ages and had special difficulty about the third grade. The results of this study indicated that overageness with respect to respective grade levels existed for migrant students. In contrast, the age-grade level relationship for migrant students in the State of Oklahoma was fairly consistent throughout the grade level spectrum with no given grade level being a particularly pronounced point of difficulty for the students (see Figure 1).

(2) Most migrant students have traditionally tended to perform below average in academic areas. In this study, they also tended to perform below average except that approximately sixty-five percent of the migrant students scored within or above the normal range. This represented a slight improvement over reports of migrant students elsewhere.

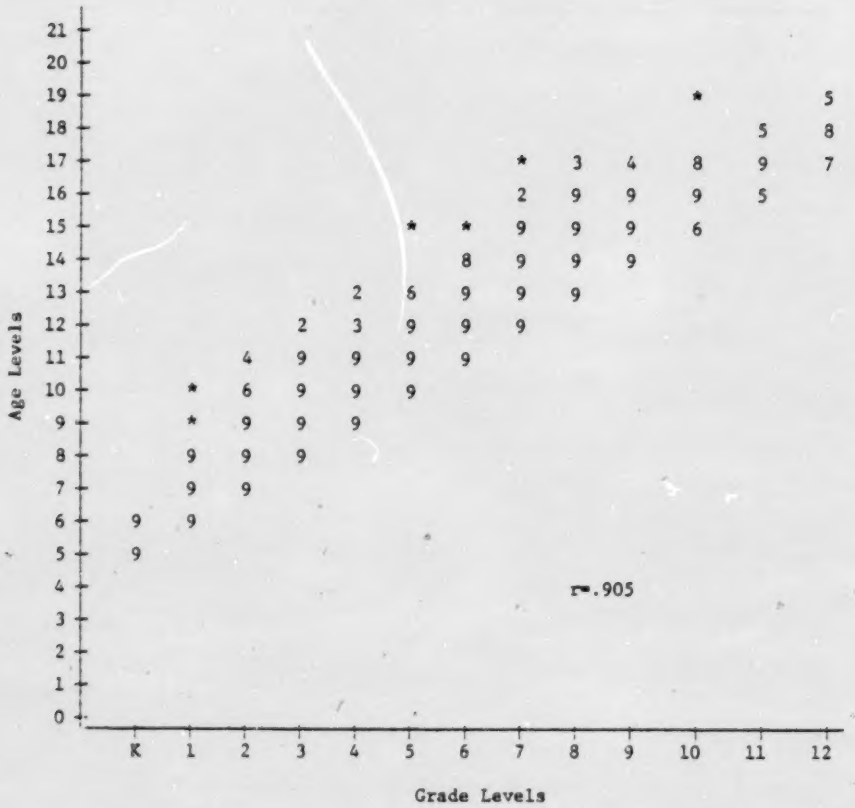


Figure 1. Scatter diagram of the relationship between age level and grade level of the migrant students.

(3) Low and irregular school attendance by migrant students have previously been described as major problems encountered with the students. Teachers in this study indicaced that school attendance problems exist but that these are not major problems encountered by them. Apparently precipitating the decrease of the school attendance problem as a major difficulty was the students' positive attitude toward sc ol (see Figure 2 - "Attitude Toward School" scale). On the other hand, a factor which apparently contributed to the persistence of the school attendance problem was a low perceived value of school by migrant students. Another factor apparently contributing to the persistence of the school attendance problem was a perceived low motivation to succeed by the students (see Figure 3). Reinforcers of these latter statements were reports by a significant proportion of the migrant students that their friends had dropped out of school because they did not like school or were bored with it.

(4) Migrant students have invariably been described in prior studies as needing special help in learning skills. Oklahoma migrant students were found no different. Oklahoma migrant students were reported by migrant education program teachers as having difficulty reading at grade level and having difficulty comprehending what was taught. In addition, the program teachers also reported having a communications problem with the migrant students. This barrier differed from such previously described difficulties in that the teachers said that the incidence of non-English speaking migrant students in their schools was the exception rather than the rule. Parents noted that their children spoke mostly English at home but roughly half of the students reported they spoke mostly Spanish at home. Teachers did have, apparently, actual language problems to some extent since they asked for: help to deal with problems on testing English as a second language;

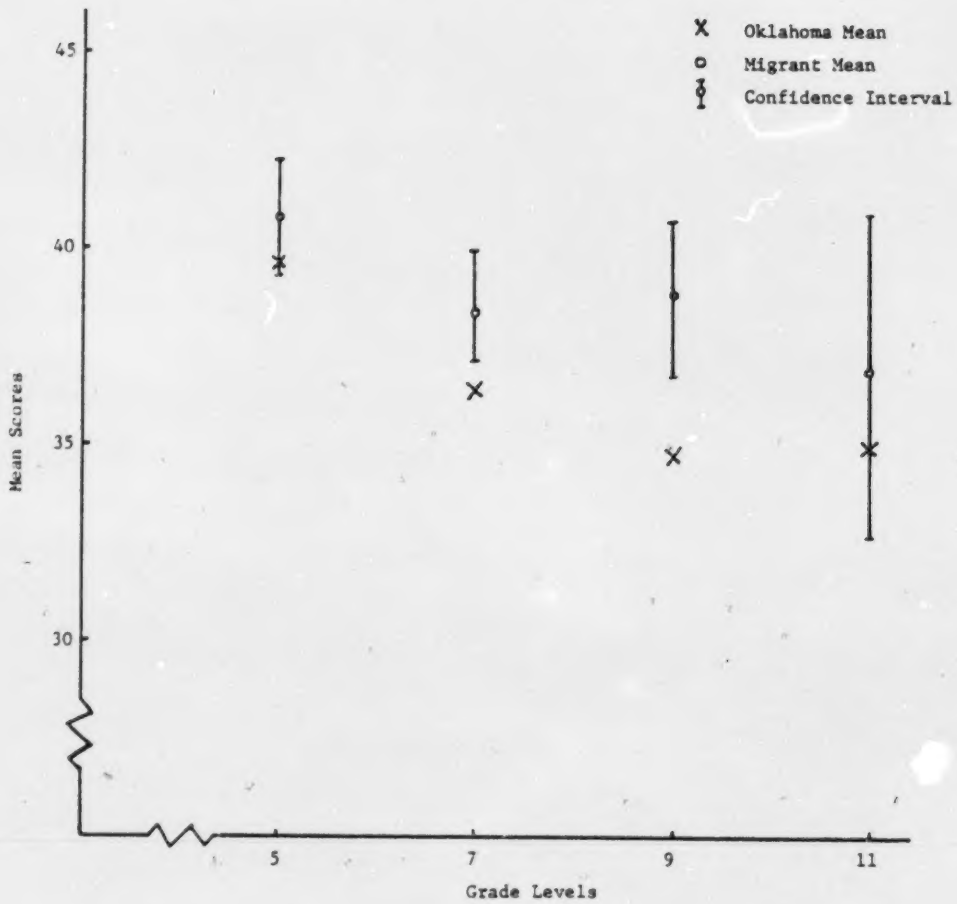


Figure 2. Comparison of the mean scores of migrant students on the "Attitude Toward School Scale" with the mean scores of Oklahoma students in the norm group.

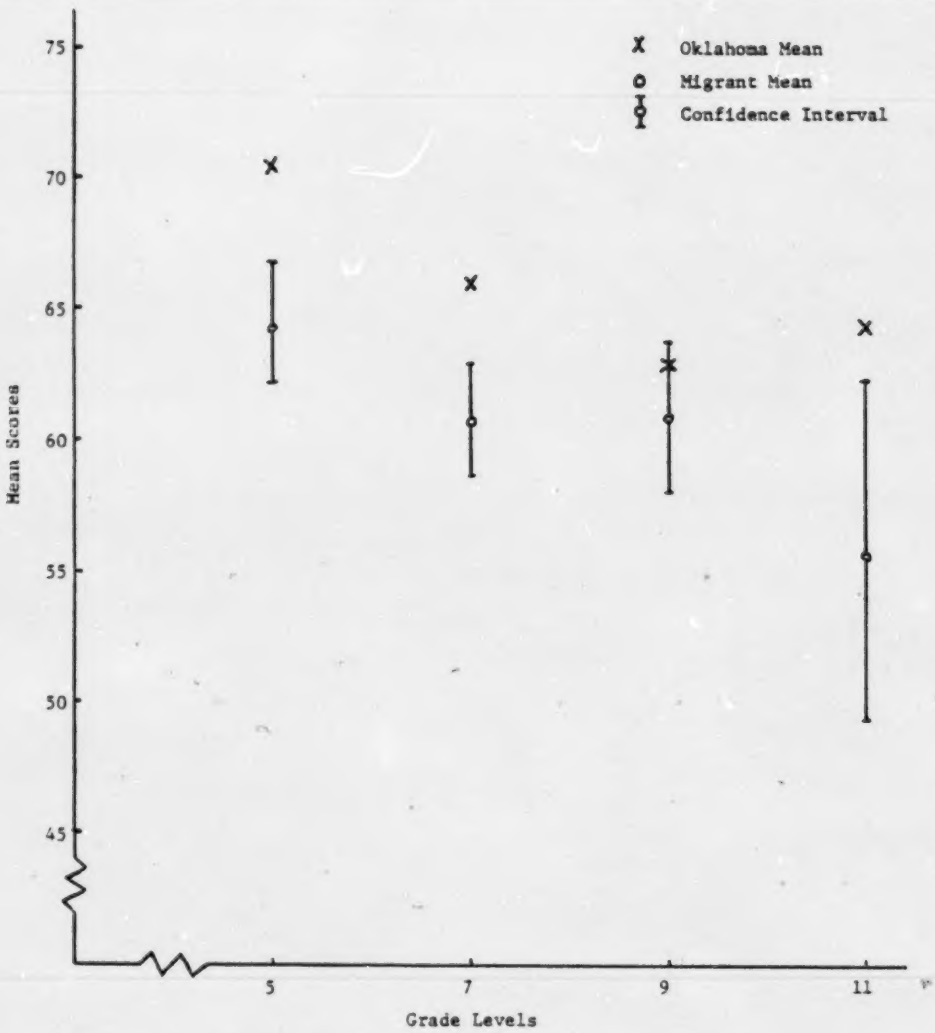


Figure 3. Comparison of migrant students' mean scores against the Oklahoma State norm means for the "Self-Concept Scale".

concentrated language workshops during the summers; and courses on how to teach English to non-English speaking students. And the communications barrier apparently masked other difficulties. For example, teachers seemingly had problems exchanging ideas with children from different environments and socioeconomic backgrounds for they expressed difficulties in these areas on several occasions.

(5) Previous studies have found migrant students as needing special help in social development. In this study, Oklahoma migrant students experienced similar needs. The migrant education program teachers encountered difficulties in teaching the migrant students because of culture and socioeconomic gaps. Teachers reported some students as exhibiting anti-social behavior. Teachers reported low self-images were a problem among migrant students, and migrant students themselves expressed low self-concepts of themsleves as students. Low self-images are seemingly a persistent problem with migrant students. Perhaps the low self-images the students had of themselves may have been tied to dissatisfaction students had of their own lot as expressed by more than half of the students. Or perhaps the low self-images may be tied to lack of acceptance of migrant students by non-migrant students, as expressed by some teachers. In addition, jealousy of each other among migrant students was also described as a problem.

(6) Previous studies have described migrant students as having health-medical problems. Teachers in this study described a small percentage of the migrant students as having problems in the areas of physical handicaps, dental care, hearing, eyesight, developmental handicaps, emotion, and anti-social behavior. An added problem was that some parents were not taking their children to health centers or doctors at the suggestion of the schools even though the parents would not be paying for the services.

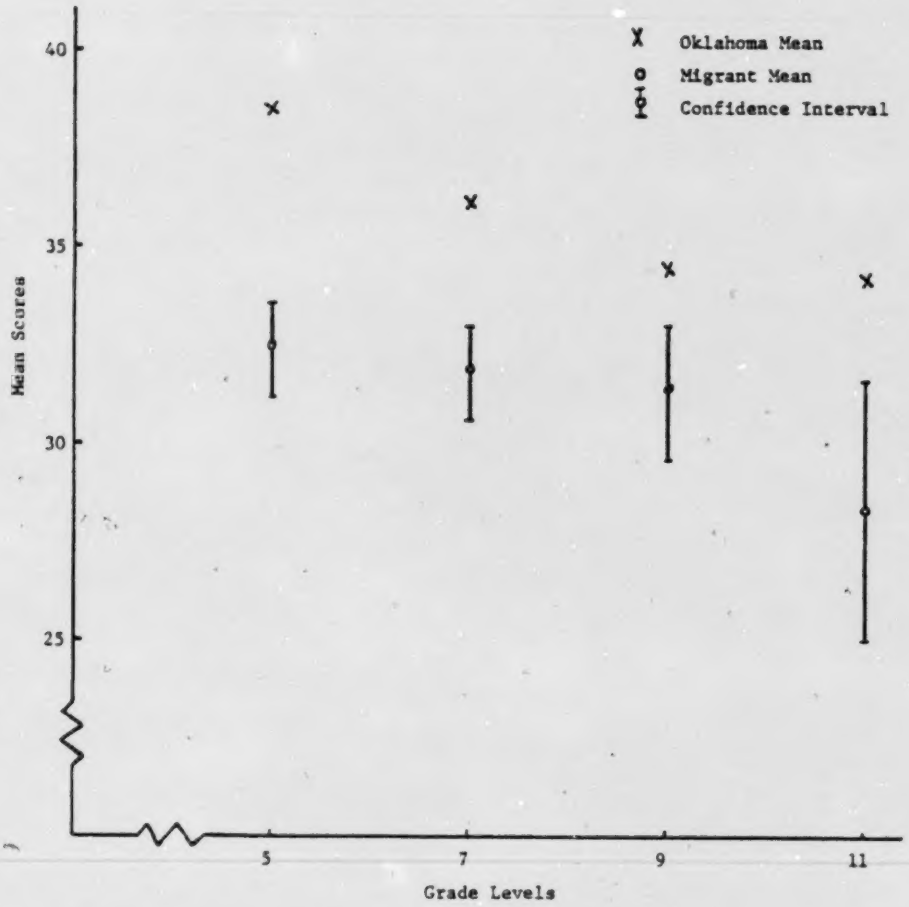


Figure 4. Comparison of migrant students' mean scores against the Oklahoma State norm means for the "Perceived Value of School and Motivation to Succeed Scale".

Parents. (7) Migrant parents have traditionally been characterized as not knowing what services were offered at school and not visiting the schools regularly. In this study, parents exhibited low involvement in the migrant education programs. Parents had some idea of the services offered or provided their children at school but had a hard time connecting given services to the migrant education program. Parents visited the schools only occasionally. They were, in general, visited occasionally by the program teachers or other program personnel, and were invited to visit the schools. Few parents attended PTA or Migrant Advisory Committee Meetings. They relied mostly on their children for information about school matters, although they also gained information through phone calls to or from the schools. Parents were generally satisfied with what the schools were doing for their children but only a small portion of the parents made further comments about the schools. Some of the comments made by the parents were that the children were not learning as well as they should, the children needed more help to do their homework, and they did not want their children to forget the Spanish language and they wondered if somebody at school would be able to help them with Spanish. Additionally, the ethnic minority parents responded affirmatively in wanting their children to learn about their ethnic minority heritage.

(8) Migrant parents' support of their children's education has been previously described as limited. Parents in this study expressed verbal support of their children's education. Their support was apparently limited by their own educational background, which was reported as low, and their perception of the role of the school in the children's education. The latter observation was inferred in that parents generally did not tell the schools what they expected the schools to do for their children. Additionally, only

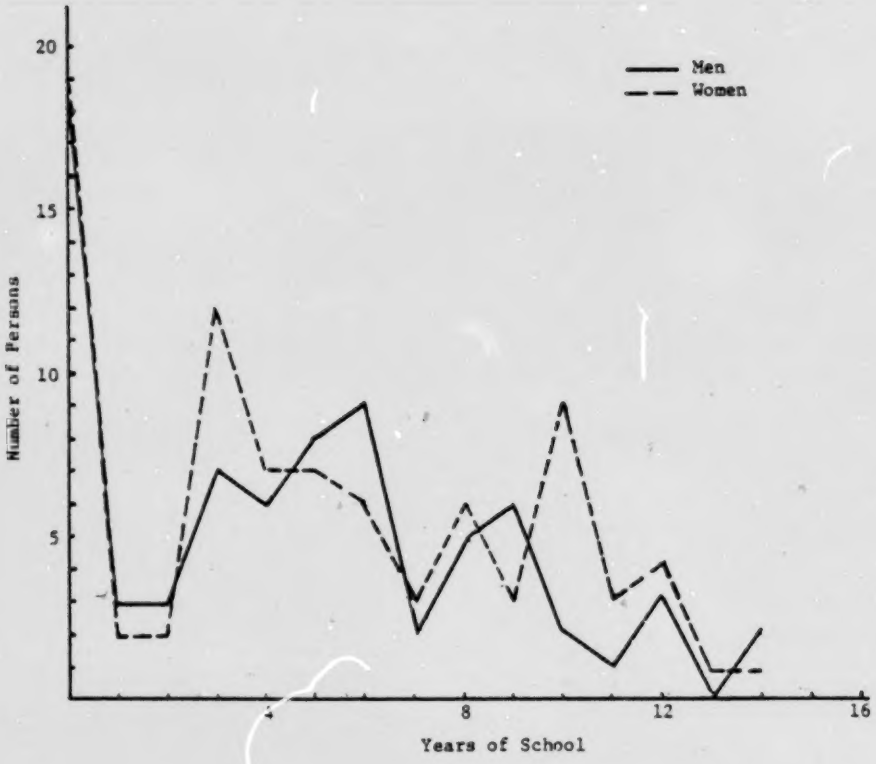


Figure 5. Educational attainment of parents.

a few parents specified how much education an individual might need today, and over half of the parents did not know what their children aspired to do upon finishing or leaving school.

Migrant Education Program Teachers. (9) Teachers of migrant students have previously been found and characterized as being insensitive to the academic and affective needs of migrant students. This was not as much the case in this study. The program teachers appeared sensitive and attentive to the feelings and academic and emotional needs of migrant students. This was inferred from the migrant students' indications that they liked the individual attention, counseling, and subject matter help they received from the programs. That teachers were consciously aware of the students' affective and cognitive needs was inferred from the list of the problems and assets they encountered in dealing with migrant students. For instance, cognitive-related factors teachers encountered with migrant students were gaps in their educational backgrounds, low comprehension, reading below grade level, and communication problems. For affective-related factors, teachers listed things such as low self-images, quickness to respond to love and praise, willingness to learn from empathetic teachers, thankfulness for individual help they could receive, and eagerness to belong. In addition, students generally reported they were well treated by the program teachers.

(10) Various organizations and surveys described teachers of migrant students as needing on-going special training on problems peculiar to migrant students to improve their teaching performance. In this study, teachers revealed that they had some of the needed training but could use reinforcement of former techniques for teaching the migrant students and the gaining of new ones. The five top professional needs identified by the migrant education program teachers in the teachers' needs assessment reiterated the

concerns and problems students and teachers had mentioned in other portions of the study. The highest ranked professional need teachers identified was a renewal of techniques for diagnosing student reading problems and the gaining of new ones. Their next highest ranked professional need was learning different techniques of teaching while still providing for the individual differences of the students. The next professional need dealt with techniques for the exchange of ideas between students, teachers, administrators, school boards, and the community. Another need they expressed was learning about programmed instruction with provisions for remedial steps. And the last of the top five ranked professional needs teachers listed was learning techniques to deal with children from different environments, socioeconomic backgrounds, languages, religion, and geographical location. Most teachers were not bilingual. However, while only a few teachers reported they were bilingual in Spanish, twice as many teachers reported the use of Spanish as a teaching tool with migrant students. More than three-fourths of the teachers reported having had special training, such as workshops or in-service training, on problems peculiar to migrant students. However, more than half of the program teachers reported not having had special training in bilingual and/or bicultural education. Additionally, about one-sixth of the teachers reported not having had a workshop dealing with problems peculiar to the migrant students since the previous school year.

(11) Several reports characterized migrant education program teachers as responsible for home-school contacts. This was suggested so that the teachers broaden their view of the children's problems and involve parents more in the schools. The migrant education program teachers in this study partially fulfilled this. Most parents and teachers reported home visits

by school personnel -- mostly the program teachers and their aides. However, most parents reported that the visits tended to be of an occasional nature only.

(12) In the literature, it was suggested that teachers use innovative techniques to teach migrant students. The Oklahoma migrant program teachers were found using some of these techniques. Salient projects some teachers employed were: inviting non-migrant students to participate and compete with migrant students; having bilingual material handy; producing ethnic cultural projects; and using packaged programs to approach language and reading problems. Teachers also noted that non-migrant members of the communities participated in program projects in forms such as sharing hobbies, helping in cultural entertainment activities, and providing eyeglasses and clothing. Not mentioned were the use of a "hands on" learning approach or an eclectic learning approach.

Suggestions for improving the services provided by their school districts were made by the migrant education program teachers. For instance, they saw possibilities for the communities and the non-migrant program teachers to become better informed about the migrant education programs. They wanted more workshops regarding problems peculiar to migrant students. They liked superiors who understood these problems, took interest in their programs, and could give their programs direction. They wanted more parental involvement. Some teachers expressed a need for extension of the migrant education program to the junior high schools and senior high schools. Others asked for counselors or resource persons to help migrant students with their special problems at those grade levels.

In providing suggestions for improving the services provided by colleges, teachers listed a need for education courses and services dealing

with problems peculiar to migrant students. For instance, among the things they listed were courses in teaching English to non-English speaking students; courses that dealt with students that were culturally different; offering of programs providing the testing of English as a second language; providing means of evaluating migrant students educational needs; providing more individualized instruction training; and offering short concentrated language workshops during the summers.

Secondary Focus

When divided into those students receiving the instructional services of the program and those that did not, migrant students showed differences within their group. Following are the areas in which no differences were found and in which differences were found.

No differences were found between the two sets of migrant students in: (1) the kind of work their parents did; (2) student after-school work; (3) parental agreement with future plans; (4) parental dialogue about school; (5) treatment received from teachers; (6) extent of participation in extra-curricular activities; (7) home language usage; (8) receptivity to learning about ethnic minority heritage, including ethnic language; (9) attitude toward school; (10) perceived value of school and motivation to succeed; and (11) academic performance in the subject areas of art and physical education.

The two sets of students were found to exhibit differences as indicated in the following. A higher frequency of participating students, than statistically expected, reported: (1) having repeated a grade; (2) parental prompting to attend school; (3) having sought counsel from teachers and/or counselors; (4) knowing they would not finish school or not knowing if they would; and (5) seeking fieldwork or military service upon terminating school.

A lesser frequency of participating students, than statistically expected, reported plans to attend a vocational school or college. A higher incidence of participating students, than statistically expected, fell into the below average academic achievement categorizations in the subject areas of language arts, mathematics, reading, science, social studies, and music. A higher incidence of participating students, than statistically expected, were found to have low self-concepts.

Worthy of note was that a sizeable portion of non-participating students fell below average in certain academic areas producing the appearance that they should be in the special instructional service of the program instead of out of it. An apparent analogous situation occurred with the academic achievement distributions of the migrant students based on standardized test information as contrasted with information based on teacher judgement. This latter observation apparently reveals a discrepancy in the teachers' perceptions of what constitutes below average, average, and above average when compared to standardized measures. This discrepancy in perceptions may also account for that portion of migrant students that were not participating in the instructional service of the program.

## Implications and Recommendations

The study was formulated to compare Oklahoma migrant students against a standard which would allow for the determination of areas in which responsible agencies, like the Oklahoma State Department of Education, could invest their efforts to improve the migrant education programs.

Although a shift was found in the educational status of Oklahoma migrant students towards a more positive status than that portrayed in the literature, the migrant students still exhibited a number of problems that need to be solved.

The Oklahoma migrant students had difficulty achieving academically. That is, they had problems reading at grade level, comprehending what they were taught, and communicating with their teachers. In addition, they tended to be overage for the respective grade levels while falling below average in academic performance. A solution for part of this problem could be making more provisions for staff development of migrant program teachers in: (1) different techniques for diagnosing reading problems; (2) different techniques of teaching while still providing for the individualized differences of students; (3) techniques for the exchange of ideas between students, teachers, administrators, school boards, and the community; (4) various techniques of programmed instruction with provisions for remedial steps; (5) techniques for dealing with children from different environments, socio-economic backgrounds, languages, religious, and geographical locations; (6) techniques for teaching English to non-English speaking students and ways to measure migrant students' use of English as a second language; (7) techniques for evaluating the academic and affective needs of migrant children, and (8) successful innovative teaching techniques.

Migrant students did not find the schools interesting or important nor did they perceive themselves as good students. These problems must be approached more aggressively in order to reduce the low attendance problems, the need for help in social development, and the academic achievement difficulties attending migrant students. A recommendation by this author, is that migrant program teachers give these efforts priority among their primary goals for teaching migrant children. Since most of these efforts are in the affective areas, migrant staff should continually work to assess the affective status of the migrant children, and then with the help of teacher aides, plan and work to move those children from where they are in their attitudes and

skills to more positive attitudes of themselves as students, and the ability and realization of having skills to deal with their expected grade level material. Means for identifying the relative strength skills the children have must be provided, so the children can experience success and by such success improve their self-images as students.

Migrant parents were found participating minimally in the education of their children. To obtain maximum benefit for the education of migrant children, an extra effort must be made to make the parents more aware that they can and must become involved in the formal and informal education of their children. A much needed program by which parents can become more involved in assisting in the education is one which concentrates on dissemination to the migrant community, a program which concentrates on involving parents in decision-making about programs for their children and which keeps them continually informed of the growth and success of their children. The migrant staff could work directly with all the parents to increase the images and expectations which the parents hold of their children, as experienced by Mangano and Towne (1970). One way a school might approach the problem is through the development by the school and/or the state of community-school programs which would contact parents to get them involved in self-improvement endeavors at school so that they may visit and have experiences with the schools. This may hopefully lead to the removal of impediments which currently keep the parents from participating more fully in their children's education. This would provide a means by which the migrant parents could improve their verbal and reading skills in English and work on other areas of self-improvement, and eventually provide school personnel a genuine opportunity

to exchange wants and ideas with the parents. An opportunity could also be provided here for non-migrant parents to share skills and interests with both migrant parents and school personnel. This would provide a basis by which support from the non-migrant community could be cultivated.

Migrant education program teachers wanted more direction and additional support and advice from superiors. Three solutions to this concern teachers have are readily apparent. First, non-migrant school personnel should become more involved in: (1) knowing better what the migrant programs are about; (2) sharing more with program teachers elsewhere the failures and successes they have experienced dealing with the problems of migrant children; and (3) assisting program teachers more in tackling the problems migrant children have. Second, administrative officers, at the local or state levels, overseeing the migrant education programs need to renew their leadership roles in the minds of the teachers as showing knowledge of, interest in, and support for the programs. Ways in which some of these things can be demonstrated are attendance and participation in migrant program in-service workshops; providing suggestions, ideas and materials to add new meaning and life to methods of attacking persistent problems attending migrant students; encouragement of support from non-migrant program personnel as to the ends of the migrant program; and encouraging the use of innovative techniques by migrant program teachers and other school personnel. And third, provision should be made for a more precise statewide assessment of the results of efforts made in attaching the academic achievement difficulties migrant students have. This author suggests that the Oklahoma State Department of Education employ techniques for assessing results of efforts being made in migrant programs in such a manner that the schools' current testing instruments may continue to be used if they so choose.

And, finally, migrant program coordinators might themselves take those migrant students needing medical attention to the clinics and health centers whose parents do not object but yet fail to act on these matters.

## Suggestions for Further Study

Several areas for further inquiry appeared in the conduct of the study. These can be generalized into the categories of studies needed to verify and extend the findings, studies of causal relationships, and studies of implementation and experimentation of the salient findings.

The first suggestion for further study is replication of this research inquiry to verify and extend these findings. The second suggestion is for experimentation to provide information about the causal relationships between self-concept as student and academic achievement for migrant students. The development of a model of the relationship between self-concept as a student and academic achievement for migrant students could certainly aid in combating the myriad of barriers migrant children encounter.

The third suggestion is further study of the makeup of the communications barrier problem that exists between the teachers and the migrant students. The relationships between culture, socioeconomic level, and language need to be investigated to remove obstacles hindering the education of migrant students.

The fourth suggestion is further inquiry into factors distinguishing migrant students that are more like the mainstream student and those that keep needing special attention. Isolation of these factors may aid in the screening processes in identifying the students that need the most help. Furthermore, this may also lead to identification of preventive measures

that parents, teachers, or students can pursue to keep students from falling into the age-old dilemmas of those that have gone before them.

The fifth suggestion is that experimental studies be conducted to see if training for the kinds of behaviors teachers percieved as contributing to teaching migrant students could effectively change student performance. A final suggestion focuses on evaluation of the effectiveness of teacher training. Can teachers be trained to use strategies particularly effective with migrant students and can their impact be measured in terms of student performance?

In conclusion, this study has achieved its expressed objectives: (1) documentation of needs and concerns of migrant students, migrant program teachers, and the parents of the children in the Title I Migrant Programs; (2) identification of areas of student needs; (3) identification and prioritization of areas of staff development; (4) a data base which State educators can utilize for improved program planning; and (5) documentation for program accountability. This study may contribute to allaying the misapprehensions which various concerned publics may have of the value of the programs to the migrant children. Most of all, this study may stimulate further research in meeting the specific needs certain migrant students have. Future studies involving migrant students needing special help and migrant students not needing that help may provide insight into the ameliorations of the persisting problems attending migrant students.

# Appendix

TABLE 4

LEVELS OF STUDENT PERFORMANCE ON STANDARDIZED TESTS
REPORTED BY TITLE I MIGRANT TEACHERS

| Academic Area | n[a] | Percent of Students Performing: Below Average | Average | Above Average | Percentage Total |
|---|---|---|---|---|---|
| Language Arts (Spelling) | 900 | 33.2 | 53.6 | 13.2 | 100.0 |
| Mathematics (Arithmetic) | 941 | 32.4 | 56.0 | 11.6 | 100.0 |
| Reading | 981 | 35.1 | 55.6 | 9.4 | 100.1[b] |
| Science | 640 | 37.3 | 53.7 | 8.9 | 99.9[b] |
| Social Studies | 631 | 37.7 | 55.0 | 7.3 | 100.0 |
| Art | 924 | 15.0 | 75.4 | 9.5 | 99.9[b] |
| Music | 957 | 15.5 | 77.3 | 7.2 | 100.0 |
| Physical Education | 958 | 12.8 | 75.7 | 11.5 | 100.0 |

[a] The numbers represent the number of students for whom academic performance reports were received.

[b] The figures are not "100" percent due to rounding-off error.

TABLE 6

STUDENT REPORTS ON GRADE REPETITION

| Number of Times Repeated a Grade | n[b] | Percentage of Frequency Response |
|---|---|---|
| None | 404 | 50.8 |
| One | 307 | 38.6 |
| Two | 61 | 7.7 |
| Three | 12 | 1.5 |
| More than three | 12 | 1.5 |
| Totals | 796 | 100.1[a] |

[a]Number exceeds "100" due to rounding-off error.

[b]Number represents the number of students indicating how many times they repeated a grade.

TABLE 7

REASONS FRIENDS DROPPED OUT
OF SCHOOL GIVEN BY STUDENTS

| Reasons[b] | n[a] | Percentage of Frequency Response |
|---|---|---|
| Don't like school; bored with school | 83 | 36.9 |
| Got married; had baby | 63 | 28.0 |
| Work; financial problems | 36 | 16.0 |
| Problem with teacher(s) or students | 9 | 4.0 |
| Problem with school work; couldn't pass | 8 | 3.6 |
| Parents don't make them | 7 | 3.1 |
| Move a lot | 4 | 1.8 |
| Got kicked out | 4 | 1.8 |
| Have other interests | 3 | 1.3 |
| Problems at home | 2 | .9 |
| Didn't see use in school | 1 | .4 |
| No friends | 1 | .4 |
| Transportation problem | 1 | .4 |
| Help mom at home | 1 | .4 |
| Parents stopped her | 1 | .4 |
| Afraid of school | 1 | .4 |
| Totals | 225 | 100.0 |

[a] The numbers represent the number of responses given by the students.

[b] Reasons are given in students' vernacular.

TABLE 8

SCHOOL SUBJECTS STUDENTS LIKE LEAST AND REASONS FOR NOT LIKING SOME SUBJECTS

| Subjects | n[a] | Percentage Response | Reasons | n[b] | Percentage Response |
|---|---|---|---|---|---|
| Math | 223 | 28.2 | Don't understand | 271 | 41.8 |
| Science | 130 | 16.4 | Too hard | 126 | 19.4 |
| English | 99 | 12.5 | Don't like it | 66 | 10.2 |
| Language | 81 | 10.2 | Teacher | 39 | 6.0 |
| History | 58 | 7.3 | Don't/can't study | 38 | 5.9 |
| Social Studies | 54 | 6.8 | Don't try | 30 | 4.6 |
| Spelling | 42 | 5.3 | Boring | 15 | 2.3 |
| Reading | 33 | 4.2 | Not read well | 15 | 2.3 |
| Geography | 12 | 1.5 | Forget what I read | 10 | 1.5 |
| Health | 10 | 1.3 | Can't get interested | 6 | .9 |
| Other | 50 | 6.3 | Not enough time | 6 | .9 |
| | | | Not explained well | 5 | .8 |
| | | | Carelessness | 5 | .8 |
| | | | Can't speak English | 4 | .6 |
| | | | Others | 13 | 2.0 |
| Totals | 792 | 100.0 | Totals | 649 | 100.0 |

[a] Number indicates number of students indicating least like for given subject.

[b] Number indicates number of students indicating reason they did not like some subject.

TABLE 11

COMPARISON OF MEAN SCORE OF MIGRANT STUDENTS WITH MEAN SCORE OF OKLAHOMA NORM GROUP ON THE "ATTITUDE TOWARD SCHOOL SCALE"

| Grade Level | Migrant n | Okla. Mean | Migrant Mean | s | SE | 95% Confidence Interval for Mean |
|---|---|---|---|---|---|---|
| 5 | 139 | 39.641 | 40.676 | 8.477 | .719 | 39.238-42.114 |
| 7 | 149 | 36.327 | 38.530 | 8.435 | .691 | 37.148-39.912 |
| 9 | 67 | 34.656 | 38.701 | 7.851 | .959 | 36.783-40.619 |
| 11 | 36 | 34.936 | 36.722 | 12.370 | 2.062 | 32.598-40.846 |

TABLE 12

STUDENT RESPONSE ON PARENTAL ADVOCACY OF EDUCATION

| Type of Response | Parents talked with them about school/education | | Prompting at home to attend school | |
|---|---|---|---|---|
| | n[a] | Percentage Response | n[b] | Percentage Response |
| No | 213 | 26.9 | 236 | 29.6 |
| Yes | 578 | 73.1 | 560 | 70.4 |
| Totals | 791 | 100.0 | 796 | 100.0 |

[a] Number of students reporting parents talked with them about school.

[b] Number of students reporting parents prompted them to go to school.

TABLE 15

STUDENTS' DESIRE TO LEARN ABOUT THEIR
OWN ETHNIC CULTURAL HERITAGE AND LANGUAGE

| Type of Response | Language | | Cultural Heritage | |
|---|---|---|---|---|
| | n[a] | Percentage Response | n[b] | Percentage Response |
| No | 181 | 26.5 | 183 | 28.0 |
| Yes | 501 | 73.5 | 471 | 72.0 |
| Totals | 682 | 100.0 | 654 | 100.0 |

[a] Number represents number of students responding to the language inquiry.

[b] Number represents the number of students responding to the ethnic culture inquiry.

TABLE 16

MEAN SCORES AND CONFIDENCE INTERVAL SIZE OF MIGRANT STUDENTS
ON THE "SELF CONCEPT AS A STUDENT SCALE" BY GRADE LEVEL

| Grade Level | Migrant n | Okla. Mean | Migrant Mean | s | SE | 95% Confidence Interval for Mean |
|---|---|---|---|---|---|---|
| 5 | 139 | 70.495 | 64.453 | 13.201 | 1.120 | 62.213-66.693 |
| 7 | 149 | 65.923 | 60.772 | 12.841 | 1.052 | 58.663-62.876 |
| 9 | 67 | 63.032 | 61.015 | 11.912 | 1.455 | 58.105-63.925 |
| 11 | 36 | 64.398 | 55.944 | 19.461 | 3.244 | 49.456-62.432 |

TABLE 17

MIGRANT STUDENTS' PERCEPTIONS
ON STAYING TO GRADUATE FROM SCHOOL

| Student Response | n | Percentage Response |
|---|---|---|
| Yes | 470 | 56.6 |
| Don't know | 301 | 36.2 |
| No | 60 | 7.2 |
| Totals | 831 | 100.0 |

TABLE 18

MIGRANT STUDENTS' PLANS UPON FINISHING SCHOOL

| Type of Work | n[a] | Percentage Response |
|---|---|---|
| Find a job | 401 | 48.1 |
| College | 203 | 24.4 |
| Join Service | 92 | 11.0 |
| Farmwork | 69 | 8.3 |
| Trade school | 68 | 8.2 |
| Totals | 833 | 100.0 |

[a] Number represents number of students responding to the given item.

TABLE 19

MEAN SCORES AND CONFIDENCE INTERVAL SIZE OF MIGRANT STUDENTS ON THE "PERCEIVED VALUE OF SCHOOL AND MOTIVATION TO SUCCEED SCALE" BY GRADE LEVEL

| Grade Level | Migrant n | Okla. Mean | Migrant Mean | s | SE | 95% Confidence Interval for Mean |
|---|---|---|---|---|---|---|
| 5 | 139 | 38.450 | 32.360 | 6.862 | .582 | 31.196-33.524 |
| 7 | 149 | 36.105 | 31.785 | 7.048 | .577 | 30.631-32.939 |
| 9 | 67 | 34.570 | 31.313 | 7.067 | .863 | 29.587-33.039 |
| 11 | 36 | 34.204 | 28.306 | 9.815 | 1.636 | 25.034-31.578 |

TABLE 20

TEACHER REPORT ON MIGRANT STUDENT PARTICIPATION IN EXTRACURRICULAR ACTIVITIES

| | Migrant and non-migrant friendships | | Migrant student extra-curricular participation | |
|---|---|---|---|---|
| Extent of Participation | n[a] | Percentage Response | n[b] | Percentage Response |
| Many do | 35 | 77.8 | 26 | 59.1 (63.1)[c] |
| A few do | 10 | 22.2 | 18 | 40.9 |
| They do not | 0 | 0 | 0 | 0 (36.9)[c] |
| Totals | 45 | 93.7 | 45 | 100.0 |

[a] Number represents the number of teachers indicating the given response to the "friendship" item.

[b] Number represents the number of teachers indicating the given response to the "participation" item.

[c] Number represents the percentage response indications of 834 students to the "participation" item.

TABLE 21

TITLE I MIGRANT PROGRAM TEACHERS' REPORT
OF PHYSICAL-HEALTH STATUS OF THEIR MIGRANT STUDENTS

| Physical-Health Area | n | Guidelines[a] | | | | |
|---|---|---|---|---|---|---|
| | | 4 | 2 | 3 | 1 | 5 |
| Developmentally handicapped | 1079 | 8.6 | 4.7 | 6.3 | 10.1 | 70.3 |
| Mental retardation | 1077 | 2.5 | 4.1 | 4.9 | 3.5 | 85.0 |
| Dental | 1059 | 7.6 | 8.1 | 5.9 | 23.0 | 55.2 |
| Sight | 1073 | 2.1 | 6.2 | 3.2 | 17.5 | 70.9 |
| Hearing | 1073 | 0.4 | 6.4 | 3.0 | 1.3 | 88.9 |
| Speech defects | 1050 | 1.5 | 6.3 | 3.8 | 2.6 | 85.8 |
| Emotional problems | 1047 | 7.7 | 3.3 | 6.7 | 2.1 | 80.1 |
| Physically handicapped | 1066 | 0.3 | 6.3 | 2.9 | 1.5 | 89.0 |
| Chronic disease or illness | 1067 | 0.4 | 5.8 | 3.5 | 2.2 | 88.2 |
| Malnutrition | 1064 | 2.6 | 5.5 | 2.9 | 3.9 | 85.2 |
| Anti-social behavior | 1078 | 6.1 | 3.4 | 5.0 | 1.2 | 84.2 |
| Family instability | 1078 | 14.9 | 5.8 | 3.5 | 2.9 | 72.9 |
| Clothing need | 1080 | 4.3 | 5.6 | 5.6 | 15.0 | 69.5 |
| Educational materials need | 1071 | 2.9 | 5.0 | 7.3 | 21.5 | 63.3 |

[a]See Appendix C for Guidelines.

TABLE 22

MOST COMMON PROBLEMS ENCOUNTERED WITH MIGRANT STUDENTS BY TITLE I MIGRANT PROGRAM TEACHERS IN THE STATE OF OKLAHOMA

| Problems | n[a] | Percentage Response |
|---|---|---|
| Language barrier, communication | 17 | 27.9 |
| Reading below grade level | 6 | 9.8 |
| Culture gap | 6 | 9.8 |
| Lack of motivation, disinterest | 6 | 9.8 |
| Different socioeconomic backgrounds | 5 | 8.2 |
| Poor attendance | 4 | 6.6 |
| Frustrated children | 4 | 6.6 |
| Gap(s) in educational background | 3 | 4.9 |
| Poor self-image, self-concept, self-worth | 3 | 4.9 |
| Lack of acceptance by other students | 2 | 3.3 |
| Ascertaining child's needs | 2 | 3.3 |
| Lack of parental responsibility | 1 | 1.6 |
| Close competition with each other--jealousy | 1 | 1.6 |
| Poor comprehension | 1 | 1.6 |
| TOTALS | 61 | 99.9[b] |

[a]Number represents the number of responses given by teachers for a given problem.

[b]Number is not "100" due to rounding-off error.

TABLE 23

MOST COMMON ASSETS ENCOUNTERED WITH MIGRANT STUDENTS BY TITLE I MIGRANT PROGRAM TEACHERS IN THE STATE OF OKLAHOMA

| Assets | n[a] | Percentage Response |
|---|---|---|
| Respond quickly to love and praise, great desire to please | 14 | 26.9 |
| Willing to work at own level | 7 | 13.5 |
| Willing, eager to learn from empathetic teacher | 6 | 11.5 |
| Very thankful for any individual help they receive | 5 | 9.6 |
| Cooperative | 5 | 9.6 |
| Are warm and take care of their fellow students | 5 | 9.6 |
| Enthusiastic, eager to experience success | 3 | 5.8 |
| Have respect for elders | 2 | 3.8 |
| Mature | 2 | 3.8 |
| Very little discipline problem | 2 | 3.8 |
| Eager to belong | 1 | 1.9 |
| Total | 52 | 99.8[b] |

[a] Number represents the number of teacher responses or given item.

[b] Number is not "100" due to rounding-off error.

Table 24

STUDENT REPORT ON THINGS TEACHERS
COULD DO TO ASSIST THEM MORE

| Report | n | Percentage Response |
|---|---|---|
| More explanation of schoolwork | 350 | 46.9 |
| Do not know | 178 | 23.8 |
| Teachers spend more time with students | 89 | 11.9 |
| Augment skills to increase student comprehension of schoolwork | 77 | 10.3 |
| Encourage more self-discipline | 30 | 4.0 |
| Things are okay | 23 | 3.1 |
| Totals | 747 | 100.0 |

Table 25

REPORT ON WORKING MIGRANT STUDENTS

| Response Given | Parents' Response | | Students' Response | |
|---|---|---|---|---|
| | n[a] | Percentage Response | n[b] | Percentage Response |
| Some work | 19 | 21.6 | 191 | 23.4 |
| None work | 69 | 78.4 | 625 | 76.6 |
| Totals | 88 | 100.0 | 816 | 100.0 |

[a] Number represents the number of parents indicating the response for the given item.

[b] Number represents the number os students indicating the response for the given item.

TABLE 30

LANGUAGE DOMINANCE IN THE HOME AS REPORTED BY PARENTS

| Parents' Report[a] | n | Percentage Response |
|---|---|---|
| Hispanic American parents | | |
| Children speak mostly English, parents mostly Spanish | 45 | 50.6 |
| Children and parents speak mostly Spanish | 11 | 12.4 |
| Children and parents speak mostly English | 6 | 6.7 |
| White American parents | | |
| Children and parents speak English | 24 | 27.0 |
| Black American parents | | |
| Children and parents speak English | 2 | 2.2 |
| Native American parents | | |
| Children and parents speak English | 1 | 1.1 |
| Totals | 89 | 100.0 |

[a] Of 828 students responding, over fifty-three percent of the students reported speaking mostly English at home while nearly forty-seven percent reported speaking mostly Spanish.

TABLE 31

PARENTAL AWARENESS OF SERVICES OF PROGRAM

| Degree of Awareness | n | Percentage Response |
|---|---|---|
| Some idea | 15 | 16.9 |
| No association | 74 | 83.1 |
| Totals | 89 | 100.0 |

TABLE 32

PARENTAL REPORT OF SPECIAL CONTACT BY SCHOOL PERSONNEL

| Contacted | n | Percentage Response |
|---|---|---|
| Yes[a] | 58 | 65.2 |
| No | 31 | 34.8 |
| Totals | 89 | 100.0 |

[a] The contacts were made in several ways: personally at school; by telephone; notes or papers sent home with students; and home visits.

TABLE 33

REPORT ON HOME VISITATIONS BY SCHOOL PERSONNEL

| Report | Parents | | Teachers | |
|---|---|---|---|---|
| | n | Percentage Response | n | Percentage Response |
| Did not know[a] | 4 | 4.5 | 0 | 0 |
| No[a] | 22 | 24.7 | 9 | 20.5 |
| Yes | 63 | 70.8 | 35 | 79.5 |
| Totals | 89 | 100.0 | 44[b] | 100.0 |

[a] Eighteen of these parents said they would like to be visited by the school personnel--half asking for migrant program personnel and half opting for any school personnel.

[b] Four teachers did not answer this question.

TABLE 34

PARENTAL REPORT ON WHICH SCHOOL PERSONNEL VISITED THEM

| Personnel Identified | n[a] | Percentage Response |
|---|---|---|
| Migrant teacher | 22 | 34.9 |
| Migrant teacher aide | 9 | 14.3 |
| Migrant teacher and aide | 9 | 14.3 |
| Special migrant aides | 8 | 12.7 |
| Others (nurse, principal, etc.) | 9 | 14.3 |
| Could not say | 6 | 9.5 |
| Totals | 63 | 100.0 |

[a] Some parents reported more than one kind of school person as visiting them.

TABLE 35

PARENTAL VISITATION OF SCHOOLS

| Report | Parents' n | Parents' Percentage Response | Teachers' n | Teachers' Percentage Response |
|---|---|---|---|---|
| Never or hardly ever visited | 29 | 33.0 | 5 | 11.4 |
| Visited Sometime | 59 | 67.0 | 39 | 88.6 |
| Totals | 88 | 99.0[a] | 44[b] | 100.0 |

[a] Figure is not "100.0" percent because of rounding-off error.

[b] Four teachers did not answer this question.

TABLE 36

ENCOURAGEMENT OF PARENTS TO VISIT THE SCHOOL

| Report | Parents' Response n | Parents' Response Percentage Response | Teachers' Response n | Teachers' Response Percentage Response |
|---|---|---|---|---|
| Not Encouraged | 11 | 12.5 | 3 | 6.7 |
| Encouraged | 77 | 87.5 | 42 | 93.3 |
| Totals | 88 | 100.0 | 45[a] | 100.0 |

[a] Three teachers did not answer this question.

TABLE 46

STUDENT DESIRE TO LIVE SAME
KIND OF LIFE AS PARENTS

| Students' Response | n | Percentage Response |
|---|---|---|
| "No" | 400 | 50.1 |
| "Yes" | 331 | 41.5 |
| "Maybe" | 19 | 2.4 |
| "Don't know" | 21 | 2.6 |
| No answer | 27 | 3.4 |
| Totals | 798 | 100.0 |

TABLE 47

CHI SQUARE ANALYSIS BETWEEN CLASSIFICATION AS PROGRAM PARTICIPANT AND GRADE RETENTION

| Student Response | N | Observed (Expected) Frequencies Participants | Non-participants | df | $X^2$ |
|---|---|---|---|---|---|
| No | 300 | 127 (140.068) | 173 (159.932) | 1 | 4.311* |
| Yes | 289 | 148 (134.932) | 141 (154.068) | | |

* $p < .05$

TABLE 48

CHI SQUARE ANALYSIS BETWEEN CLASSIFICATION AS PROGRAM PARTICIPANT AND PROMPTING AT HOME TO ATTEND SCHOOL

| Student Response | N | Observed (Expected) Frequencies Participants | Non-participants | df | $X^2$ |
|---|---|---|---|---|---|
| No | 170 | 63 (79.696) | 107 (90.304) | 1 | 8.687* |
| Yes | 423 | 215 (198.304) | 208 (224.696) | | |

* $p < .05$

TABLE 49

CHI SQUARE ANALYSIS BETWEEN CLASSIFICATION AS PROGRAM PARTICIPANT AND SEEKING OF COUNSEL

| Student Response | N | Observed (Expected) Frequencies Participants | Non-participants | df | $X^2$ |
|---|---|---|---|---|---|
| No | 256 | 88 (120.013) | 168 (135.987) | 1 | 27.411* |
| Yes | 337 | 190 (157.987) | 147 (179.013) | | |

* $p < .05$

TABLE 50

CHI SQUARE ANALYSIS BETWEEN CLASSIFICATION AS PROGRAM PARTICIPANT AND PERCEPTION ON FINISHING SCHOOL

| Student Response | N | Observed (Expected) Frequencies Participants | Non-participants | $d_f$ | $X^2$ |
|---|---|---|---|---|---|
| No; do not know | 267 | 154 (124.449) | 113 (142.551) | 1 | 24.007* |
| Yes | 323 | 121 (150.551) | 202 (172.449) | | |

* $p < .05$

TABLE 51

CHI SQUARE ANALYSIS BETWEEN CLASSIFICATION AS PROGRAM PARTICIPANT AND PLANS UPON FINISHING SCHOOL

| Student Response | N | Observed (Expected Frequencies Participants | Non-participants | $d_f$ | $X^2$ |
|---|---|---|---|---|---|
| Fieldwork, military service | 113 | 64 (52.963) | 49 (60.037) | 2 | 6.155* |
| Job | 290 | 134 (135.922) | 156 (154.078) | | |
| Vocational School | 188 | 79 (88.115) | 109 (99.885) | | |

* $p < .05$

TABLE 60

CHI SQUARE ANALYSIS BETWEEN CLASSIFICATION AS PROGRAM PARTICIPANT AND WANT TO LEARN OF OWN ETHNIC HERITAGE

| Group Response | N | Observed (Expected) Frequencies Participants | Non-participants | $d_f$ | $X^2$ |
|---|---|---|---|---|---|
| No | 135 | 55 (62.717) | 80 (72.283) | 1 | 2.112* |
| Yes | 373 | 181 (173.283) | 192 (199.717) | | |

* $p > .05$

TABLE 61

CHI SQUARE ANALYSIS BETWEEN CLASSIFICATION AS PROGRAM PARTICIPANT AND ACADEMIC STANDING IN LANGUAGE ARTS

| Group Standing | N | Observed (Expected) Frequencies Participants | Non-participants | $d_f$ | $X^2$ |
|---|---|---|---|---|---|
| Below | 169 | 104 (82.226) | 65 (86.774) | 2 | 26.617* |
| Average | 258 | 118 (125.528) | 140 (132.472) | | |
| Above | 56 | 13 (27.246) | 43 (28.754) | | |

* $p < .05$

TABLE 62

CHI SQUARE ANALYSIS BETWEEN CLASSIFICATION AS PROGRAM PARTICIPANT AND ACADEMIC STANDING IN MATHEMATICS

| Group Standing | N | Observed (Expected) Frequencies Participants | Non-participants | $d_f$ | $X^2$ |
|---|---|---|---|---|---|
| Below | 162 | 92 (81.345) | 70 (80.655) | 2 | 11.520* |
| Average | 270 | 134 (135.574) | 136 (134.426) | | |
| Above | 38 | 10 (19.081) | 28 (18.919) | | |

* $p < .05$

TABLE 63

CHI SQUARE ANALYSIS BETWEEN CLASSIFICATION AS PROGRAM PARTICIPANT AND ACADEMIC STANDING IN READING

| Group Standing | N | Observed (Expected) Frequencies | | $d_f$ | $X^2$ |
|---|---|---|---|---|---|
| | | Participants | Non-participants | | |
| Below | 191 | 112 (91.878) | 79 (99.122) | 2 | 25.096* |
| Average | 279 | 125 (134.210) | 154 (144.790) | | |
| Above | 31 | 4 (14.912) | 27 (16.088) | | |

* $p < .05$

TABLE 64

CHI SQUARE ANALYSIS BETWEEN CLASSIFICATION AS PROGRAM PARTICIPANT AND ACADEMIC STANDING IN SCIENCE

| Group Standing | N | Observed (Expected) Frequencies | | $d_f$ | $X^2$ |
|---|---|---|---|---|---|
| | | Participants | Non-participants | | |
| Below | 144 | 81 (68.923) | 63 (75.077) | 2 | 13.037* |
| Average | 178 | 81 (85.197) | 97 (92.803) | | |
| Above | 29 | 6 (13.880) | 23 (15.120) | | |

* $p < .05$

TABLE 65

CHI SQUARE ANALYSIS BETWEEN CLASSIFICATION AS PROGRAM PARTICIPANT AND ACADEMIC STANDING IN SOCIAL STUDIES

| Group Standing | N | Observed (Expected) Frequencies | | $d_f$ | $X^2$ |
|---|---|---|---|---|---|
| | | Participants | Non-participants | | |
| Below | 148 | 85 (70.172) | 63 (77.828) | 2 | 19.108* |
| Average | 179 | 78 (84.871) | 101 (94.129) | | |
| Above | 21 | 2 (9.957) | 19 (11.043) | | |

* $p < .05$

TABLE 66

CHI SQUARE ANALYSIS BETWEEN CLASSIFICATION AS PROGRAM PARTICIPANT AND ACADEMIC STANDING IN MUSIC

| Group Standing | N | Observed (Expected) Frequencies Participants | Non-participants | $d_f$ | $X^2$ |
|---|---|---|---|---|---|
| Below | 68 | 46 (34.655) | 22 (33.345) | 2 | 9.349* |
| Average | 377 | 183 (192.133) | 194 (184.867) | | |
| Above | 22 | 9 (11.212) | 13 (10.788) | | |

* $p < .05$

TABLE 67

CHI SQUARE ANALYSIS BETWEEN CLASSIFICATION AS PROGRAM PARTICIPANT AND ACADEMIC STANDING IN ART

| Group Standing | N | Observed (Expected) Frequencies Participants | Non-participants | $d_f$ | $X^2$ |
|---|---|---|---|---|---|
| Below | 62 | 36 (31.206) | 26 (30.794) | 2 | 5.190* |
| Average | 353 | 168 (177.674) | 185 (175.326) | | |
| Above | 36 | 23 (18.120) | 13 (17.880) | | |

* $p < .05$

TABLE 68

CHI SQUARE ANALYSIS BETWEEN CLASSIFICATION AS PROGRAM PARTICIPANT AND ACADEMIC STANDING IN PHYSICAL EDUCATION

| Group Standing | N | Observed (Expected) Frequencies Participants | Non-participants | $d_f$ | $X^2$ |
|---|---|---|---|---|---|
| Below | 62 | 36 (31.329) | 26 (30.671) | 2 | 2.771* |
| Average | 355 | 179 (179.384) | 176 (175.616) | | |
| Above | 54 | 23 (27.287) | 31 (26.713) | | |

* $p < .05$

TABLE 69

MEANS AND STANDARD DEVIATIONS OF SELF-CONCEPT AS A STUDENT BY MIGRANT STUDENT GROUPS ACCORDING TO CLASSIFICATION AS PROGRAM PARTICIPANT

| Group | N(602) | Mean | S.D. |
|---|---|---|---|
| Participants | 282 | 60.617 | 14.634 |
| Non-participants | 320 | 63.806 | 14.261 |

TABLE 70

COMPARISON OF MEAN SCORES ON SELF-CONCEPT AS A STUDENT OF PARTICIPATING AND NON-PARTICIPATING MIGRANT STUDENTS

| Source | SS | $d_f$ | MS | F | F Prob. |
|---|---|---|---|---|---|
| Total | 126578.000 | 601 | | | |
| Between groups | 1524.000 | 1 | 1524.000 | 7.312 | .007 |
| Within groups | 125054.000 | 600 | 208.423 | | |

TABLE 71

MEANS AND STANDARD DEVIATIONS OF ATTITUDE TOWARD SCHOOL BY MIGRANT STUDENT GROUPS ACCORDING TO CLASSIFICATION AS PROGRAM PARTICIPANTS

| Group | N(602) | Mean | S.D. |
|---|---|---|---|
| Participants | 282 | 39.319 | 9.045 |
| Non-participants | 320 | 39.478 | 9.042 |

TABLE 77

TEACHING EXPERIENCE IN THE TITLE I MIGRANT PROGRAMS

| Teaching Experience | n | Percentage Response |
|---|---|---|
| First year | 25 | 52.1 |
| Two to five years | 12 | 25.0 |
| Six to nine years | 11 | 22.9 |
| Ten years or more | 0 | 0.0 |
| Totals | 48 | 100.0 |

TABLE 78

BILINGUALISM AMONG TITLE I MIGRANT PROGRAM TEACHERS

| Language | n | Percentage Response |
|---|---|---|
| No response | 39 | 81.3 |
| Spanish | 7 | 14.6 |
| French | 1 | 2.1 |
| Indian | 1 | 2.1 |
| German | 0 | 0.0 |
| Italian | 0 | 0.0 |
| Totals | 48 | 100.1[a] |

[a] Number exceeds "100" due to rounding-off error.

TABLE 79

USE OF SPANISH LANGUAGE AS A TEACHING TOOL

| Use | n | Percentage Response |
|---|---|---|
| Affirmative | 14 | 29.2 |
| No response | 34 | 70.8 |
| Totals | 48 | 100.0 |

TABLE 80

TEACHERS REPORT OF SPECIAL TRAINING ON PROBLEMS OF MIGRANT STUDENTS

| Had Training | n | Percentage Response |
|---|---|---|
| No | 10 | 20.8 |
| Yes | 38 | 79.2 |
| Totals | 48 | 100.0 |

TABLE 81

TEACHERS REPORT OF SPECIAL TRAINING ON BILINGUAL/BICULTURAL EDUCATION

| Had Training | n | Percentage Response |
|---|---|---|
| No | 28 | 58.3 |
| Yes | 20 | 41.7 |
| Totals | 48 | 100.0 |

TABLE 82

TEACHERS REPORT OF SPECIAL TRAINING ON
TEACHING ENGLISH AS A SECOND LANGUAGE

| Had Training | n | Percentage Response |
|---|---|---|
| No | 35 | 72.9 |
| Yes | 13 | 27.1 |
| Totals | 48 | 100.0 |

TABLE 83

TEACHERS' REPORT OF HAVING A RECENT
MIGRANT STUDENTS WORKSHOP

| Had Workshop | n | Percentage Response |
|---|---|---|
| Yes | 40 | 83.3 |
| No | 8 | 16.7 |
| Totals | 48 | 100.0 |

TABLE 84

TEACHER'S REPORT OF OBJECTIVE MEASURES USED IN THE TITLE I MIGRANT PROGRAMS

| Objective Measures | Number of times reported by a teacher. | Grade levels in which measures were used. |
|---|---|---|
| Analysis of Learning Potential | 1 | K |
| California Achievement Test | 20 | K-12 |
| California Test of Basic Skills | 3 | 1-12 |
| California Test of Individual Ability | 1 | 1-3 |
| Gates MacGinitie Reading Tests | 6 | K-9 |
| Gray-Votaw-Rogers General Achievement Tests | 1 | K-12 |
| Hoffman Reading Program Placement Tests | 1 | 1-7 |
| Iowa Silent Reading Tests | 2 | K-8 |
| Iowa Tests of Educational Development | 1 | 1-12 |
| Larry Greene Quick Inventory | 2 | 1-6 |
| McCall-Crabbs Reading Tests | 1 | 2-6 |
| Metropolitan Achievement Test | 10 | 1-8 |
| Otis-Lennon Mental Ability Test | 1 | K-3, 7-9 |
| Peabody Individual Achievement Test | 3 | 1-8 |
| Peabody Picture Vocabulary Test | 7 | K-12 |
| Reading for Concepts - NPR | 1 | 1-5 |
| Scholastic Reading Lab | 1 | 1-6 |
| Slosson Oral Reading Test | 2 | 2-11 |
| SRA Achievement Tests | 2 | 1-7 |
| Stanford Achievement Tests | 2 | K-8 |
| Sucher-Allred Reading Placement Inventory | 5 | K-8 |
| Sullivan Reading Program Placement Tests | 2 | 1-7 |
| Wide Range Achievement Test | 1 | 1-5 |

The following is based on the information from Tables 85 and 86.

Greatest Need. The Title I Migrant Program teachers indicated their "greatest needs" to be "Techniques for Diagnosing Student Reading Problems" and "Individualizing Instruction Strategies". "College Course" and "Workshop" were both selected as methods of implementation for both of these areas.

Some Need. Ten areas were indicated in the "some need" level by the teachers. Four of these formed a cluster close to the "some need" level. Six of these formed a cluster about midway between the "slight need" and "some need" levels. These are listed below in order of priority, respectively, with their selected methods of implementation.

| Need Area | Method(s) of Implementation |
|---|---|
| Communication | Small informal group |
| Techniques for dealing with student's cultural differences | Workshop |
| Programmed Instruction | Workshop |
| Career Education | Workshop |
| Curriculum | Workshop |
| Grading Systems | Small informal group |
| Alternative Education Programs | Personal project |
| Dealing with Handicapped Children in the Classroom | Workshop |
| Non-Graded School Approach | College course, professional visitation, workshop |
| Values Clarification | College Course |

Slight Need. Four areas were indicated in the "slight need" level by the teachers. These are listed below in their order of priority with their selected methods of implementation.

| Need Area | Method(s) of Implementation |
|---|---|
| Role of Behaviorial Objectives | Workshop |
| Teacher Accountability | Small informal group, workshop |
| Sensitivity Training | Small informal group |
| Performance Contracting | Workshop, professional visitation |

Least Need. Two areas were clustered midway between the "least need" and "slight need" levels. As they formed a group quite distinct from the "slight need" cluster, these were assigned to the "least need" level. These are listed below in their order of priority with their selected methods of implementation.

| Need Area | Method(s) of Implementation |
|---|---|
| Team Teaching Techniques | Small informal group |
| Physical Facilities | Personal project |

No need areas were indicated in the "no need" level.

TABLE 87

RANK ORDERING OF TEACHER NEEDS ASSESSMENT RESPONSES

| Item | Rank Order |
|---|---|
| Techniques for Diagnosing Student Reading Problems | 1 |
| Individualized Instruction Strategies | 2 |
| Communication | 3 |
| Programmed Instruction | 5 |
| Techniques for Dealing with Student's Cultural Differences | 5 |
| Career Education | 5 |
| Curriculum | 7 |
| Alternative Education Programs | 8½ |
| Grading Systems | 8½ |
| Dealing with Handicapped Children in the Classroom | 10 |
| Non-Graded School Approach | 11 |
| Values Clarification | 12 |
| Role of Behavioral Objectives | 13 |
| Teacher Accountability | 14 |
| Sensitivity Training | 15½ |
| Performance Contracting | 15½ |
| Team Teaching Techniques | 17 |
| Physical Facilities | 18 |